

Medium Term Plan

Reception 2017-2018

Autumn Term 2017

<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>
<ul style="list-style-type: none">✓ To begin to know how to keep safe.✓ To know how to work as part of a group and with a partner.✓ To know how to take turns and share.✓ To develop confidence and independence.✓ To enjoy carrying out small, simple tasks (being the class helper)✓ To know how to establish friendships.✓ To be sensitive to the needs of others.✓ To develop patience.✓ To be able to solve simple problems without aggression.✓ To understand the simple school rules.	<ul style="list-style-type: none">✓ To develop strength to move, jump and climb with confidence and competence.✓ To experiment with different ways of moving.✓ To be able to move around safely, avoiding other children and obstacles.✓ To develop hand and arm strength in preparation for writing.✓ To hold a pencil correctly and to begin to form recognisable letters correctly.✓ To use scissors and other simple tools correctly. ✓ To manage their own personal hygiene.✓ To dress and undress independently.✓ To begin to learn about what contributes to healthy living.✓ To consider and manage risks when tackling new challenges e.g. the climbing frame.
<u>Understanding of the World</u>	<u>Expressive Arts and Design</u>
<ul style="list-style-type: none">✓ To use senses to explore their surroundings.✓ To ask questions about how things happen and why things work.✓ To know about different cultures, beliefs and celebrations relevant to the children.✓ To understand similarities and differences between themselves and others.✓ To use information and communication technology, e.g. working a CD player, programmable toys, playing games on the PC.	<ul style="list-style-type: none">✓ To use their imagination during play, including copying real life experiences.✓ To sing familiar songs and rhymes and make up their own songs.✓ To clap rhythms and use simple percussion instruments.✓ To choose colours and materials to make pictures and models.✓ To use malleable materials, e.g. play dough.✓ To use a variety of construction materials to use in their play.✓ To explore colours and how they can be changed by mixing powder paints.

*Some of the information in this document has been taken from the EYFS (Early Years Foundation Stage) Framework.

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Skills:

Communication and Language skills	Literacy Skills	Maths Skills
<ul style="list-style-type: none"> ✓ To be able to listen to others ✓ To be able to listen to stories and to recall parts of the story ✓ To be able to follow instructions ✓ To be able to maintain attention during an activity ✓ To be able to follow two part instructions ✓ To be able to follow a verbal story ✓ To be able to listen and respond to other people's ideas ✓ To be able to use a range of tenses (<i>play, playing, will play, played</i>) ✓ To be able to use intonation, rhyme and phrasing to make meaning clear to others ✓ To be able to ask questions about why things happen e.g. who, what, when, how ✓ To be able to give explanations of why things happen ✓ To be able to extend their vocabulary, especially by grouping and naming, when exploring the meaning and sounds of new words ✓ To be able to use language to imagine and recreate roles and experiences in play situations 	<ul style="list-style-type: none"> ✓ To be able to recognise rhythm ✓ To discriminate sounds in the environment ✓ To discriminate instrumental sounds ✓ To discriminate body percussion sounds ✓ To be able to recognise rhyme ✓ To recognise alliteration ✓ To be able to hear and say the initial sounds in words ✓ To be able to blend sounds orally ✓ To be able to segment sounds orally ✓ To be able to link sounds to letters ✓ To recognise sets 1-4 of the <i>Letters and Sounds</i> letter progression. ✓ To be able to blend VC and CVC words for reading ✓ To be able to segment VC and CVC words (using sounds from sets 1-4) for spelling. ✓ To know the <i>Tricky and High Frequency Words</i> from steps 1-4: is, it, in, at, and, to, the. ✓ To be able to make predictions in stories ✓ To know that print carries meaning and that in English print is read from left to right and top to bottom ✓ To know that speech is broken into separate words ✓ To be able to write their own name 	<p><u>Numbers:</u></p> <ul style="list-style-type: none"> ✓ To be able to count 10 and then 20 everyday objects ✓ To be able to count to 20 and back (then beyond 20) ✓ To use number names accurately in play ✓ To know that numbers identify objects in a set ✓ To be able to represent numbers using fingers, marks on paper or pictures ✓ To match numbers to a group of objects. ✓ To be able to say when two groups of objects have the same number ✓ To know that actions and objects can be counted e.g. claps, jumps, steps ✓ To be able to recognise numerals 1-10 ✓ To have a strategy to count an irregular arrangement of objects e.g. by lining them up, moving them as they count ✓ To be able to use the language of more and fewer to compare two sets of objects ✓ To find the total number of objects in two groups by counting all of them. ✓ To know the number that is one more than a given number ✓ To be able to find one more or one less from a group of up to five objects

- ✓ To be able to use talk to organise, sequence and clarify thinking, ideas, feelings and events

- ✓ In practical activities, to be able to use the vocabulary involved in adding and subtracting
- ✓ To begin to relate addition by combining two groups of objects and subtraction to taking away.

Shape, Space and Measure:

- ✓ To be able to recognise similar shapes in the environment
- ✓ To be able to find objects from positional or directional clues.
- ✓ To be able to talk about shapes or arrangements in their constructions
- ✓ To be able to use shapes appropriately for tasks e.g. using the correct bricks or using the correct shapes for facial features
- ✓ To be able to talk about the shapes of everyday objects using words such as round and tall
- ✓ To be able to use mathematical names for solid 3D shapes and flat 2D shapes
- ✓ To be able to use mathematical terms to describe shapes
- ✓ To be able to select a named shape
- ✓ To be able to describe their relative position, such as behind or next to
- ✓ To be able to order two items by capacity
- ✓ To be able to use familiar objects and common shapes to create and re-create patterns and build models
- ✓ To order and sequence familiar events.
- ✓ To be able to measure short periods of time with a non-standard unit.
- ✓ To be able to sort objects and talk about the sorting.